

MANNING ELEMENTARY

311 W. Boyce
Manning, South Carolina 29102

GRADES 4-6 Elementary School

ENROLLMENT 757 Students

PRINCIPAL Elease Fulton 803-435-5066

SUPERINTENDENT John E. Tindal 803-435-4435

BOARD CHAIR Ethel W. Sweat 803-435-4435

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 4 | 22 | 56 | 22 | 1 |

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Average | Below Average | N/A |
| 2002 | Average | Below Average | N/A |
| 2003 | Average | Unsatisfactory | No |
| 2004 | Below Average | Unsatisfactory | No |

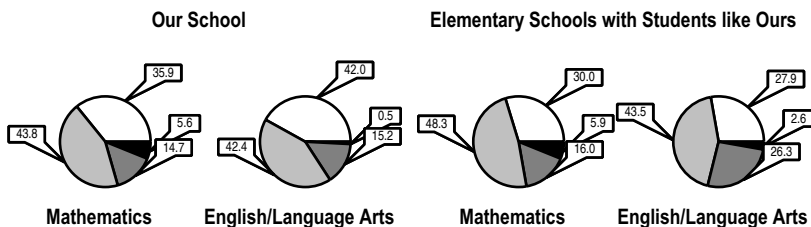
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

99.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts - State Performance Objective = 17.6% | | | | | | | | | |
| All Students | 673 | 99.7 | 41.8 | 42.6 | 15.1 | 0.4 | 23.2 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 325 | 99.7 | 48.6 | 41.5 | 9.9 | 0.0 | 16.7 | | |
| Female | 348 | 99.7 | 35.5 | 43.6 | 20.1 | 0.9 | 29.4 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 182 | 100.0 | 31.7 | 45.0 | 22.8 | 0.6 | 33.9 | Yes | Yes |
| African-American | 476 | 99.6 | 45.8 | 41.7 | 12.1 | 0.4 | 19.1 | Yes | Yes |
| Asian/Pacific Islanders | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 15 | 100.0 | 40.0 | 40.0 | 20.0 | 0.0 | 26.7 | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 557 | 99.8 | 37.1 | 44.5 | 17.9 | 0.5 | 27.3 | | |
| Disabled | 116 | 99.1 | 64.9 | 33.3 | 1.8 | 0.0 | 3.5 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | 6 | I/S | I/S | I/S | I/S | I/S | I/S | | |
| Non-migrant | 667 | 99.7 | 42.1 | 42.7 | 14.8 | 0.5 | 23.0 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 5 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 668 | 99.7 | 41.8 | 42.6 | 15.1 | 0.5 | 23.3 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 545 | 99.6 | 42.7 | 43.4 | 13.5 | 0.4 | 21.5 | Yes | Yes |
| Full-pay meals | 128 | 100.0 | 38.3 | 39.1 | 21.9 | 0.8 | 30.5 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics - State Performance Objective = 15.5% | | | | | | | | | |
| All Students | 673 | 99.9 | 36.1 | 43.7 | 14.7 | 5.5 | 31.4 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 325 | 99.7 | 38.7 | 43.3 | 12.7 | 5.3 | 27.6 | | |
| Female | 348 | 100.0 | 33.6 | 44.1 | 16.5 | 5.8 | 35.1 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 182 | 100.0 | 23.9 | 42.2 | 21.1 | 12.8 | 48.9 | Yes | Yes |
| African-American | 476 | 99.8 | 41.2 | 43.8 | 12.3 | 2.7 | 25.2 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 15 | 100.0 | 20.0 | 60.0 | 13.3 | 6.7 | 20.0 | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 557 | 100.0 | 31.2 | 44.4 | 17.7 | 6.7 | 37.0 | | |
| Disabled | 116 | 99.1 | 59.6 | 40.4 | 0.0 | 0.0 | 4.4 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | 6 | I/S | I/S | I/S | I/S | I/S | I/S | | |
| Non-migrant | 667 | 99.9 | 36.1 | 43.7 | 14.8 | 5.4 | 31.6 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 5 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 668 | 99.9 | 36.0 | 43.6 | 14.8 | 5.6 | 31.7 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 545 | 99.8 | 39.8 | 43.0 | 13.9 | 3.3 | 26.5 | Yes | Yes |
| Full-pay meals | 128 | 100.0 | 20.3 | 46.9 | 18.0 | 14.8 | 52.3 | | |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|------------------------------|----------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | | |
| 2003 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | 239 | 100.0 | 30.9 | 50.2 | 17.6 | 1.3 | 18.9 |
| | Grade 5 | 232 | 100.0 | 46.0 | 44.6 | 9.4 | N/A | 9.4 |
| | Grade 6 | 321 | 99.7 | 46.2 | 42.0 | 11.1 | 0.7 | 11.8 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | 209 | 99.5 | 27.9 | 50.5 | 21.6 | N/A | 21.6 |
| | Grade 5 | 226 | 99.6 | 43.6 | 45.8 | 10.7 | N/A | 10.7 |
| | Grade 6 | 238 | 100.0 | 52.1 | 34.0 | 12.6 | 1.3 | 13.9 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2003 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | 239 | 100.0 | 22.7 | 61.8 | 11.6 | 3.9 | 15.5 |
| | Grade 5 | 232 | 100.0 | 40.4 | 44.6 | 12.7 | 2.3 | 15.0 |
| | Grade 6 | 321 | 100.0 | 33.7 | 41.2 | 18.6 | 6.5 | 25.2 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | 209 | 100.0 | 29.2 | 45.9 | 16.7 | 8.1 | 24.9 |
| | Grade 5 | 226 | 100.0 | 43.4 | 44.7 | 8.8 | 3.1 | 11.9 |
| | Grade 6 | 238 | 99.6 | 34.6 | 41.4 | 18.6 | 5.5 | 24.1 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------|-----------------------|--|--------------------------|
| Students (n= 757) | | | | |
| First graders who attended full-day kindergarten | N/R | N/C | 100.0% | 100.0% |
| Retention rate | 4.6% | Up from 4.3% | 3.6% | 2.7% |
| Attendance rate | 96.7% | Up from 95.1% | 96.3% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 8.5% | | 6.0% | 4.6% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 7.3% | | 4.8% | 3.5% |
| Eligible for gifted and talented | 10.7% | Up from 8.8% | 7.4% | 13.5% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 13.6% | Down from 14.5% | 8.8% | 8.2% |
| Older than usual for grade | 6.7% | Up from 3.8% | 2.0% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | Down from 0.1% | 0.0% | 0.0% |

| | | | | |
|---|-----------|---------------------|-----------|-----------|
| Teachers (n= 46) | | | | |
| Teachers with advanced degrees | 41.3% | Up from 38.6% | 47.8% | 51.4% |
| Continuing contract teachers | 87.0% | Up from 84.1% | 85.2% | 87.5% |
| Highly qualified teachers** | 86.5% | N/A | 94.4% | 95.0% |
| Teachers with emergency or provisional certificates | 2.3% | | 0.0% | 0.0% |
| Teachers returning from previous year | 73.9% | Down from 75.5% | 85.3% | 86.7% |
| Teacher attendance rate | 93.8% | Down from 93.9% | 94.7% | 94.9% |
| Average teacher salary | \$38,404 | Up 5.3% | \$40,379 | \$40,760 |
| Prof. development days/teacher | 18.1 days | Down from 23.1 days | 13.1 days | 12.4 days |

| | | | | |
|---|-----------|---------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 16.3 to 1 | Down from 16.7 to 1 | 17.6 to 1 | 18.9 to 1 |
| Prime instructional time | 88.9% | Down from 93.1% | 90.0% | 90.0% |
| Dollars spent per pupil* | \$4,228 | Down 3.0% | \$6,383 | \$6,044 |
| Percent of expenditures for teacher salaries* | 64.9% | Down from 67.7% | 64.9% | 65.9% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 87.3% | Down from 94.7% | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Average | N/A | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools** | N/A | 92.0% |
| Highly qualified teachers in high poverty schools** | 91.7% | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | Yes |
| Student attendance in this school | 95.3% | Yes |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Manning Elementary School is home to 4th through 6th graders in Clarendon School District Two. The faculty, staff, and a student body of 750 students have adopted 'United We Learn' as our school-wide writing theme for the next three years. To that end, we are working toward excellence by focusing on the responsibility of all stakeholders in making our school successful.

We continue to strive to meet the needs of all our students by offering enrichment and remediation during a school-wide 50-minute period. The new TestLynx assessment program helps to group students according to their ability, which maximizes time on task. Qualifying students are afforded the opportunity to participate in the G/T program and also receive enrichment during the 50-minute enrichment period. Other students receive remediation during the enrichment period. In the last year of the three-year 21st Century grant, fourth and fifth graders are provided more individualized instruction in the after-school program. Sixth graders receive tutoring in the GATE after-school program. In addition, regular classroom teachers offer tutoring after school. The school's guidance counselor, D.A.R.E. instructor, and classroom teachers provide students with character building activities.

PTA meetings, the School Improvement Council, PACT Night activities, assemblies, and volunteer programs are all designed to encourage participation in the decision-making process and to involve parents in school initiatives.

Elease H. Fulton, Principal

Laura Hendrix, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 36 | 236 | 98 |
| Percent satisfied with learning environment | 55.6% | 63.4% | 71.6% |
| Percent satisfied with social and physical environment | 69.4% | 63.4% | 64.6% |
| Percent satisfied with home-school relations | 33.3% | 79.4% | 60.0% |

*Only students at the highest elementary school grade level at this school and their parents were included.